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ABSTRACT

This report highlights the structure and analyses of states' initiatives in attaining the purposes of the Carl D. Perkins Vocational Education Act. The intent of the study was to take "snapshots" from key perspectives during 1988 of what states are doing to meet the intents of the act as spelled out in 14 purposes. Examples, or "pictures," supporting each purpose were sought from each state via a questionnaire seeking the following: (1) contexts or situations in which states found themselves related to each purpose; (2) inputs into resulting initiatives; (3) processes used to attain the initiatives; (4) outputs produced by the initiatives; and (5) real or anticipated outcomes. "Pictures" were taken of both secondary and postsecondary initiatives. The "pictures" were used to develop profiles of commonalities, similarities, and patterns as well as differences among the states. (Those who examined these "pictures" were state and regional practitioners with significant experience in program improvement.) The study is suggested as a prototype for an annual national vocational education effectiveness study. The survey instrument is appended. (KC)

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Preface

In 1986, the national Vocational-Technical Education Program Improvement Coordinating Committee (commonly known as the PICC), began discussions of effectiveness in vocational education. The discussion was divided into two complementary parts. The first was of how vocational education fit into the school effectiveness movement, in which effectiveness usually was defined as achievement on standardized academic tests. The second was on how effective vocational education is in meeting its purposes. Subsequently, the NASDVE accepted effectiveness studies as priority focuses. Dorothy Horrell, State Director of Colorado, was selected to coordinate the second of these efforts.

For the second of these efforts, North Carolina proposed a qualitative study to complement the traditional quantitative studies of vocational education accomplishments. This report is the result of that study.

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Division of Vocational Education
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Immediate Past Chair, NVTEPICC

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Table of Contents

		Page
I.	Preface	i
II.	Introduction	1
III.	Overview/Methodology	4
IV.	Analyses:	
	A. States' Similarities and Differences in Attaining the Purposes of the Carl Perkins Vocational Education Act	
	Purposes: #1	9
	#2a	12
	#2b	15
	#2c	17
	#2d	22
	#2e	25
	#2f	28
	#2g	31
	#3	41
	#4	44
	#5	51
	#6	54
	#7	58
	#8	62
	B. Readily Accessible Information about Initiatives for Attaining the Purposes of the Carl Perkins Vocational Education Act	65
V.	Summary and Conclusions	69
VI.	Recommendations	69
VII.	Attachment	
	Survey Instruments	72

Introduction

In early 1988, the National Association of State Directors of Vocational Education (NASDVE) began implementing a study of readily accessible data related to the Carl Perkins Vocational Education Act. Colorado, Oklahoma and North Carolina were the three states with greatest involvement. Colorado analyzed mandatory yearly federal performance reports from each state. Oklahoma coordinated numerical data collection and analysis (a quantitative study) related to each Perkins Act purpose. North Carolina designed, collected and coordinated an analysis of information about states' initiatives related to accomplishing the purposes of the Perkins Act (a qualitative study). This report contains the results of this qualitative analysis. The attempt is to begin movement toward this type of ongoing study nationally and to demonstrate that if state or regional practitioners can do such a study "on the side", then persons employed full-time in the national arena can do it yearly or bi-yearly.

Intent of the Study

The purpose of this report is to highlight the structure and analyses of states' initiatives in attaining the purposes of the Carl Perkins Vocational Education Act. The intent of this study was to take snapshots from key perspectives during 1988 of what states are doing to meet the intents of this act. These pictures were taken for each purpose of the Perkins Act. Snapshots were taken of the (1) contexts or situations in which states found themselves related to each purpose, (2) inputs into resulting initiatives, (3) processes used to attain the initiatives, (4) outputs produced by the initiatives, and (5) real or anticipated outcomes. Pictures were taken of both secondary and post-secondary initiatives.

The pictures were used to develop profiles of commonalities, similarities and patterns as well as differences. Those who examined these pictures were state and regional practitioners with significant experience in program improvement (see pp. 4-5).

Research/Evaluation Perspectives

From a researcher's perspective, this type of report could have been directed at examining a number of null hypothesis. One could postulate that there are no significant differences among the states in types of initiatives (1) to accomplish the purposes of the Perkins Act; (2) between secondary and post-secondary vocational education in doing so; or (3) in the contexts faced, inputs used, processes followed, outputs produced, or outcomes realized in doing so.

Through an evaluator's lens, however, the question simply was of how reasonably to gain more of a realistic set of perspectives on ways states were using to effectively attain national purposes.

If we assume that the purposes of the Perkins Act are sufficiently agreed upon purposes, then this study becomes a prototype national vocational education effectiveness study. Furthermore, if these purposes are valid and if attainment of these purposes through programs constitutes improvements in vocational education, then progress toward attaining these purposes constitutes vocational education program improvement on a national basis.

Evaluation Needs

There has been a well-publicized problem during the Perkins Act in finding out about program improvement nationally. Numerical indicators are no longer available with the demise of the Vocational Education Data System (VEDS)

and with the "benign neglect" of the National Center for Education Statistics (NCES) in carrying out its Perkins Act mandate to reconstitute such a system during the anticipated span of the Act.

Additionally, although states are required to include in their yearly mandated federal Perkins Act Performance Reports substantial information related to Part II.A. of the Perkins Act, information about program improvement (Part II.B.) is minimally required, at best.

With this scenario as a backdrop, this set of analyses of vocational education in 1988 is presented. An overview highlights the structure, the methodology and the practitioner/analysts. Following the overview are the analyses. Analysis A contains the analyses of fourteen sets of states' initiatives for similarities and differences, and then comes Analysis B, giving frequency counts of the types of initiatives submitted per purpose. Last comes an overall summary and conclusions, followed by recommendations to help rectify the situation faced nationally.

Appreciation

We are indebted to the staff of the division of vocational education in Colorado and to the one in Oklahoma, which sent out the first set of instruments used for this study. We are especially indebted to each practitioner/analyst listed on pp. 4-5 for his or her abilities and time devoted to developing the main body of this report.

Donald R. Brannon,
Associate Director for Program Improvement
Division of Vocational Education
N.C. Department of Public Instruction

Overview/Methodology

Two sets of analyses of the qualitative data from the North Carolina study are included in this report. Both sets of analyses were conducted for each of the eight purposes of the Perkins Act. In that the second purpose of the Perkins Act is directed toward seven target groups, the second purpose was divided into seven parts, yielding fourteen instead of eight analyses. Since each analysis has its own summary and conclusions, only overall ones, with concomitant recommendations are offered at the end of this study.

The first set (Analysis A) is devoted to determining (1) commonalities, similarities, and patterns in approaches among the states to meeting each of the purposes within and between secondary and post-secondary programs; (2) significant differences in these approaches; and (3) overall conclusions about how well vocational education as a whole is doing in accomplishing each purpose, and whether or not the purposes and their initiatives were sufficiently clear and related.

The first set of analyses examines the context of the states' initiatives; the inputs used for them; the processes to accomplish them; the outputs of the initiatives; and then the outcomes, or what happened as a result. The information for these purposes was collected through an instrument developed in North Carolina and mailed out by Oklahoma in the latter part of June, 1988 with a follow-up by North Carolina in July.

These analyses were conducted by fourteen persons actively involved and with significant experience at the operational level in planning, implementing and evaluating program improvement initiatives.

They are:

Name	Title	Perkins Act Purpose #
Dr. William E. Stock	Supervisor, Planning and Research Unit, Minnesota State Board of Vocational-Technical Education	1
Margaret Gayle	Associate Director, N.C. Division of Vocational Education	2a
Dr. Jay Smink	Executive Director, National Dropout Prevention Center, Clemson, South Carolina	2b
Dr. Roy E. Thomas	Director, Research Coordinating Unit, West Virginia	2c
Dr. Fran Boyd-Beauman	Manager, Vocational Education Program Improvement, Illinois Department of Adult, Vocational and Technical Education	2d

Name	Title	Perkins Act Purpose #
Brenda Hattaway	Assistant Director, Vocational-Technical Education Consortium of States, Georgia	2e
Dr. Ned K. Swartz	Supervisor, State Planning and Data Management, Virginia	2f
Barbara Shay	Chief, Bureau of Occupational Education Policy Development, New York State Education Department	2g
Dr. Daniel B. Dunham	Director of Continuing Education, Oregon State University	3
Dr. Rebecca E. Douglass	Director, East Central Curriculum Coordination Center, Sangamon State University, Illinois	4
Dr. David Pucel	Director, Vocational Education Research and Development Center, University of Minnesota	5
Meg Murphy	Chief Consultant, Research and Development, N.C. Division of Vocational Education	6
Dr. John Washburn	Department Chair, Vocational Education Studies, Southern Illinois University	7
June S. Atkinson	Associate Director, N.C. Division of Vocational Education	8

We are extremely indebted to these individuals not only for sharing the results of their analyses, but also for sharing with us exemplary examples of how to analyze this kind of information. In that they are experienced practitioners, these analyses exemplify what they would expect from others.

As the reader will note, the analyses are meant to be neither inclusive nor conclusive. Both the format and process for collecting this information and the methods used to analyze this information are to be prototypes to begin institutionalizing an ongoing analysis of trends in accomplishing the purposes of a federal vocational education act.

The second set (Analysis B) takes a different tack. It compares the frequency of responses at the secondary and post-secondary levels to each purpose of the Perkins Act. This simple counting and comparing process gives an indication of how readily available the information collected was at the time of collection.

In Analysis B the purposes of the Perkins Act are ranked from those with the most readily available initiatives overall for both secondary and post-secondary vocational education to those with the least available. To the right of each purpose is its rank for each of secondary and post-secondary, with the number of initiatives for each in parentheses. Beside these is the rank based on the number and the percentage of states responding for that purpose.

The total number of states responding was 39, or 78%. The average number of states responding to each purpose was 24, or 48%. The average number of initiatives sent in per purpose was 33, of which 18 (55%) were for secondary and 15 (45%) were for post-secondary. (This initially surprising 45% of responses per purpose from post-secondary is akin to the recent finding of the Wirt study (the National Assessment of Vocational Education) that 42% of the Perkins Act funds go to post-secondary.) The number of overall initiatives per purpose ranged from a high of 49 to a low of 17.

Analysis A: States' Similarities and Differences in Attaining the Purposes of the Carl Perkins Vocational Education Act

Purposes:		Page
#1	To assist the states to expand, improve, modernize and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills, and to improve productivity and promote economic gain.	9
#2	To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs.	
	a. LIMITED ENGLISH PROFICIENCY	12
	b. DISADVANTAGED	15
	c. HANDICAPPED	17
	d. DISPLACED HOMEMAKERS OR SINGLE PARENTS	22
	e. NON-TRADITIONAL OR WOMEN	25
	f. CRIMINAL OFFENDERS	28
	g. REDUCTION OF SEX BIAS/SEX ROLE STEREOTYPING	31
#3	To promote greater cooperation between public agencies and the private sector in preparing individuals for work, in promoting the quality of vocational education, and in making the vocational system more responsive to the labor market.	41
#4	To improve the academic foundations of vocational students and to aid in the application of newer technologies to student training or service.	44
#5	To provide vocational education services to train, retrain, and upgrade employed and unemployed workers in skills for which there is a demand.	51
#6	To assist the most economically depressed areas of a state to raise employment and occupational competencies.	54

Purpose:		Page
#7	To assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act.	58
#8	To improve the effectiveness of consumer and homemaking education and to reduce the effects of sex role stereotyping on occupations, job skills, and levels of competency, and careers.	62

Analysis of States' Initiatives/Examples of Readily Available Information About Accomplishing a Purpose of the Perkins Act

Purpose #1: To assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills, and to improve productivity and promote economic gain.

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

- Generally speaking, a broad spectrum of program improvement activities was addressed at both levels.
- Need for curriculum revision, facilities and equipment upgrading is prevelant at both secondary and postsecondary levels
- Cooperation with business/industry in program improvement efforts were included at both secondary and postsecondary levels
- Services to target populations (single parents, older workers and the like) were provided at both levels.
- Articulation efforts (secondary to postsecondary) were noted at both levels

B. Input commonalities, similarities, patterns:

- Generally speaking, program improvement funds were supplemented with funding from other sources.
- Information concerning "input" was the most sparse (least amount of information) at both secondary and postsecondary levels.
- Generally speaking, in those instances in which the amount of funds used were given, it was a rather minimal amount. The appearance of this is that--"a little money went a long way."
- Both secondary and postsecondary levels reported instances of supplemental funds received from sources outside education. This was not numerous but was indicative of cooperation with business/industry.
- Local education agencies, state agencies, and institutions of higher education were the most frequent sources of supplemental funding.

C. Process commonalities, similarities, patterns:

- Development and/or implementation were the processes most commonly used at both the secondary and postsecondary levels
- Developmental activities spanned a wide range of topics, processes, areas: for example--staff development, program development (addition, revision, improvement, discontinuance), curriculum guides, instructional materials, articulation, placement and follow-up, delivery systems and the like
- Executive and advisory committees were used at both levels to provide input, direction and coordination with business and industry.
- Creative and innovative approaches to program improvement were evident at both secondary and postsecondary levels. (This may be summarized as--"no one has a lock on good ideas.")

D. **Output commonalities, similarities, patterns:**

- Curriculum development, instructional materials development and staff development were activities common to both levels
- The involvement of special target pupulations occurred at both secondary and postsecondary levels
- "Dissemination" of products and processes was common to both secondary and postsecondary levels
- The links between program/course change-revision, personnel development and equipment updating are recognized at both levels.

E. **Outcome commonalities, similarities, patterns:**

- The "mix of program outcomes" at both levels is diverse--addressing a multiplicity of needs.
- Programs/products/processes/systems were outcome characteristics in the main for both secondary and postsecondary levels
- Personnel/staff development was
- Outcomes addressing economic development needs were found with about equal frequency at both the secondary and postsecondary level.

II. **Please analyze these for significant differences within and between secondary and post-secondary levels <u>for what</u>, <u>for whom</u>, <u>how</u>, and <u>why</u>. If there are none obvious, then so note.**

A. **Context significant differences:**

- More program improvement projects were directed toward the secondary than postsecondary level.
- Career exploration included at secondary level; not found at postsecondary level
- Greater emphasis on staff development at postsecondary level
- Projects involving middle school students were found only at secondary school level
- Global (statwide efforts) at selected aspects of program improvement were found more often at the secondary level ********

B. **Input significant differences:**

- One instance recorded of program improvement/flexibility funds being distributed by formula--no other instances of this reported (secondary level)
- Other than above statement, there were no obvious differences concerning "input."

C. **Process significant differences:**

- Changes/revisions/expansions being made at secondary level to accommodate emphasis on academics and increased graduation requirements at high school level.
- More emphasis focused on staff development at postsecondary level--some of this involved providing staff development to secondary vocational education instructors.
- In general, processes used at secondary level were more broadly focused than those at postsecondary level (designed to reach broader audiences.)

******** II.A. Cont . A "research" context for program improvement was limited to postsecondary.

D. **Output significant differences:**

- Output measures at secondary level generally involved more students than so indicated at postsecondary level.
- Career exploration activities found more often at secondary level.
- Postsecondary output measures have greater focus on institutions; secondary tend to involve entire state more often than postsecondary

E. **Outcome significant differences:**

- Articulation (1+1 or 2+2) was found most frequently at the secondary level
- The involvement of middle school students (as outcomes of a delivery system) was found only at the secondary level

III. **General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?**

One Reader's Perceptions:

1. The examples fit the purpose very well. While some persons might question two or three of them, I thought they all fit within the rather broad parameters of Purpose #1.
2. I am intrigued, stimulated and amazed at the "richness of approaches" used by the various states in addressing Purpose #1. Creativity and innovation was shown in many of them. Those are characteristics we need to encourage in vocational education.
3. The impact of the "ever-increasing rate of change" is evident in the program improvement projects of Purpose #1. Education, as a part of society, is confronted with this as are other sectors. This will be a continuing challenge for us; it is not going to diminish or go away.
4. An understanding of the "change process" is evident in almost all of the projects. This shows an increasing knowledge/awareness of a process which not too many years ago was ignored.
5. The multiplier effect of matching funds from other sources with CPA funds makes a little money go a long way.
6. The variety of projects implemented is a good indication of the diverse and unique needs of states. We need to maintain and increase this flexibility within the Act.
7. In summary, I believe vocational educators are doing well in achieving purpose #1.

Purpose #2a: To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (LIMITED ENGLISH PROFICIENCY)

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:
All the programs served Limited English Proficient students to support improving or enhancing the abilities of these students in the areas of the English language and within vocational programs. The major objectives for all these students were for improving job placement and for retention or completion of programs.

B. Input commonalities, similarities, patterns:
The most common pattern was Title IIA funds with local matching.

C. Process commonalities, similarities, patterns:
All states used the resources in tutoring programs or in support services, with some exceptions.

D. Output commonalities, similarities, patterns:
The most common use was for developing modified curriculum or delivery systems for the students. Curriculum materials and the development of competencies for technology related courses was a common element of all the programs.

E. Outcome commonalities, similarities, patterns:
Without exception, all states indicated retention rates increased, some dramatically; and that all were successful in developing better self-esteem. The major outcome was job placement.

II. Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:
New York is providing ESL students enrolled in the Fashion Institute of Technology with enhanced language training. A number of programs for refugee assessments are in place. Arizona used a building project as their primary context, building of teachers' residences.

B. Input significant differences:
Some of the programs coordinated funding with JTPA funds to provide comprehensive networks among community-based entities. Virginia is one who had the broadest bases of support.

C. Process significant differences:
North Dakota worked with Department of Human Resources to coordinate a statewide assessment and information bank and to train their personnel.

D. Output significant differences:
Michigan showed a model delivery program with all community linkages that ensures equity for these students. This was the only program that mentioned and ensured equity.

E. Outcome significant differences:
Portland Community College using federal funds Title IIA, with JTPA and local funds shows 90% in retention of students in Auto Mechanics program with Technical Competencies and English in new curriculum development. Delaware showed improved graduation rates (95%) for all LEP students who were provided transportation to middle school programs in Basic and Life Survival Skills with field trips to job sites.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

The purpose seems clear.

Vocational education based on these reports, for this purpose seems to be accomplishing a great deal for LEP students.

My impression has more to do with the variety of uses tied directly to quality indicators.

The evaluation instrument needs to provide a format that has some way to better judge whether the monies and programs are average or above. For instance, some of the states mentioned numbers, others did not - most states wrote in such general terms that it would be difficult to address whether the purpose was being met successfully.

Purpose #2b: To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (DISADVANTAGED)

Observations

I. Commonalities

A. A high degree of commonality existed in the context of the environment and target groups to be served. Only 12 of 22 secondary programs, however, had adequate descriptions of the context and input. Many were poorly conceived and written.

Postsecondary programs followed a similar pattern with only eight programs having good descriptions relevant to context, input and process.

B. The responses for this question had the widest range of replies. It was difficult to use the information for analysis. This might suggest elimination of this item or a tighter definition or better illustrations in the question. This was true for both secondary and post secondary programs.

C. This question tended to be answered better by all respondents. Many commonalities were noted. For example, programs involving tutors, emphasis on basic skills relative to vocational skills were common in secondary programs. Post secondary programs were varied but did emphasis this use of "learning skills center" more than any other approach.

D. Discussion in the output and outcome sections were usually weak, mixed styles and mostly unconvincing on the merits of the described programs.

E. To illustrate the discussions in item D (above) only 8 of 22 programs presented output or outcome statements that were adequate. Most information provided was very general and useless to any decision maker.

II. Differences

A. Most significant difference.

Secondary -"Most much," except maybe the Navajo project in Arizona.

Postsecondary - "Not much" -- perhaps the video recruitment approach by Delaware.

B. Input

Secondary - Not sure.

Postsecondary - Maryland's dollar for dollar match program was different.

C. Process

Secondary - No significant difference

Post secondary - Illinois program appeared most comprehensive and beyond the scope of all others.

D. Output

Secondary - Oregon program attempted to identify outputs, most other programs did not.

E. Outcomes

Secondary - Most program were weak in this area

Postsecondary - Oklahoma PALS program could measure outcomes, others could not

Purpose #2c: To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (HANDICAPPED)

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

The secondary reports were primarily for high school districts including nine area vocational centers. The postsecondary reports were primarily from colleges. The target groups were mostly handicapped and disadvantaged regular vocational education students in the secondary reports. Postsecondary reports showed a split in programs between all handicapped students in regular programs and severely physically handicapped or disabled students.

B. Input commonalities, similarities, patterns:

All the reports indicated some use of Perkins Act funds with major supplementary funds from vocational rehabilitation and local sources.

C. Process commonalities, similarities, patterns:

The most common element of process was the wide variety of methods and activities used. However, the most common methods at both the secondary and postsecondary levels were counseling and guidance, tutoring, assessment, modified instruction and transition services.

D. Output commonalities, similarities, patterns:

Outputs were similar between secondary and postsecondary with reports of major products or improvements in personnel development, curriculum development, individual vocational education plans (IVEP), improved activity plans or strategies and a comprehensive set of support services.

E. Outcome commonalities, similarities, patterns:

The most common outcome reported by both secondary and postsecondary were improved student success rate, employment rate, and student access to and participation in vocational education.

II. Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:

The reports showed some context differences in both setting and target groups. The served population ranged from 18 in one program to all handicapped in the state at the secondary level. The postsecondary reports were primarily from colleges but included three special regional cooperatives. The secondary target groups were primarily all handicapped and disadvantaged students in regular programs while postsecondary target groups favored severely physically handicapped and disabled.

B. Input significant differences:

Special education funds were used more at the secondary than the postsecondary level.

C. Process significant differences:

Group guidance and worksite training were used more often at the secondary level and individual counseling and one-on-one assistance were used more at the postsecondary level.

D. Output significant differences:

No major differences.

E. Outcome significant differences:

There was considerable difference between programs at both levels in their expectation for changes in the attitude and awareness aspects of personnel, parents and the community. Postsecondary programs put slightly more emphasis on these activities.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

The reports are a very small sample of what is happening. The examples show a lot of variety in context and process. The purpose seems rather clear, however, some reports do not deal with equal access. Their is a pattern of accomplishment by vocational education.

Characteristics of Responses

Twenty-six states responded with 27 secondary reports and 17 postsecondary reports. Not all reports included the setting. However, the secondary reports included nine area schools and one entire state with five reporting a rural setting and five an urban setting. The postsecondary reports included fourteen colleges, three special cooperative regions or areas and one economically depressed area with four reporting an urban setting.

A. Context

Target Group	Reports: No. Sec.	Reports: No. Postsec.
1. All handicapped in regular vocational education	20	6
2. Handicapped failing courses	2	1
3. Dropouts		1
4. Low employability rate	2	
5. Mentally handicapped	2	1
6. Disadvantaged	5	
7. Disabled or physically handicapped		6
8. Deaf		4

B. Input

Funding Source		
1. Perkins Act	27	17
2. Special Education	4	
3. JTPA	2	1
4. Vocational Rehabilitation	5	4
5. Private	4	3
6. Local	7	4
7. State	3	3

C. Process

Method or Major Activity		
1. Staff development		1
2. Curriculum development	1	
3. Individual counseling	5	7
4. Group career guidance	7	2
5. Tutoring	9	3
6. Student assessment	12	7
7. Modified instruction	18	9
8. Transition services	13	7
9. Learning Resource Center	1	1

C. Process

Method or Major Activity	Reports: No. Sec.	Reports: No. Postsec.
10. Educational and career planning	7	3
11. Pre-vocational guidance or instruction	3	
12. Equipment adaptation	1	2
13. Worksite training	7	1
14. Interpreter for deaf		3
15. System of coordinated services	1	
16. Student identification		1

D. Output

Products or Improvements		
1. Personnel	10	6
2. Curriculum	16	3
3. IVEP	10	5
4. Activity plan or strategy	8	3
5. Support services	17	10

E. Outcomes

Type of Improvement		
1. Student success rate	18	9
2. Vocational personnel attitude and awareness	4	3
3. Special education personnel awareness of vocational programs	1	
4. Student employment rate	10	6
5. Student access to vocational education	12	8
6. Reduced dropout rate	4	1
7. Student participation in vocational education	16	12
8. Parent or community awareness	1	3

Purpose #2d: To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (DISPLACED HOMEMAKERS OR SINGLE PARENTS)

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

Almost all states described "context" in a similar manner both at the secondary and post secondary level. Several key themes evolved. First, it is apparent the targeted population "single parent/homemakers" is severely disadvantaged needing basic academic education and vocational training to become economically self sufficient. Many states commented on the fact that a large majority of teen mothers drop out of school and do not receive a high school diploma or GED.

Secondly, most programs were targeted to areas of the state with one or more of the following factors, 1) high unemployment rates, 2) large (continued below)

B. Input commonalities, similarities, patterns:

Primarily, Carl Perkins single parents/homemakers funds were used to support these activities. However, at the state level several sources of Carl Perkins funds were combined. Such sources included guidance and counseling, sex equity, consumer and homemaking and program improvement. At the local level Carl Perkins funds were combined with JTPA, private sector, foundation and other local and governmental sources of funding. Where sources were combined a greater range of services was provided. Over half the states reported using more than one funding source for projects.

C. Process commonalities, similarities, patterns:

Projects described ranged from providing very specialized job training to providing a full range of comprehensive services. Most projects conducted client assessments and developed individualized vocational plans. Many provided career counseling, pre-employment skill training, referrals to job training and job placements, day care and transportation services, career exploration classes, job training, basic skill remediation and referrals to other agencies. A few projects focused on non-traditional careers.

I.A. Context (Continued)

numbers of displaced homemakers or 3) large numbers of births to single parents. A third area of emphasis appeared to be the lack of coordination between possible providers of services and funding sources.

D. Output commonalities, similarities, patterns:

In both secondary and post secondary projects, output focused on the targeted population. Both teen and adult skills were improved by exploring careers, remediating basic skill deficiencies and becoming employable. In a few instances teachers and counselors were the focus. By inservicing this group, the improvements were ultimately aimed at improved services to the targeted population.

E. Outcome commonalities, similarities, patterns:

The primary outcome desired by all projects was to assist single parents/ homemakers to become self sufficient. Most described the outcome as students ready to enter the workforce or going on for further education. Some described outcomes in terms of cooperative and collaborative relationships being developed and strengthened between education and many other agencies. Many projects reported the number of single parent/ homemakers which were now economically self sufficient and no longer on welfare.

II. Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:

Programs for teens focused on the potential high school drop out and prevention of drop outs while post secondary programs were designed to assist older women with career counseling and vocational training.

B. Input significant differences:

No difference

C. Process significant differences:

Programs for teen parents more often offered a full range of services such as assessment remediation, counseling, pre-employment, child care, transportation, books, referrals and job development. These programs focused on keeping the student in school. Teen programs also focused on nutrition, parenting skills and preventing child abuse. Adult programs focused on assessment, career counseling, pre-employment and job training skills. There appeared to be fewer support services such as child care transportation, books, etc. in adult programs.

D. Output significant differences:

No difference

E. Outcome significant differences:

Secondary schools described a desirable outcome as a single parent who stayed in school. Most programs did an excellent job of retaining these students. Since teen parents usually drop out this was a major accomplishment. Secondary schools also focused on parenting skills. Some reported a decrease in child abuse and second births.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

All examples dealt with services to single parents and homemakers and fit the purpose quite well. It appears that states understand the purpose as stated. (There may have been confusion in the early stages of implementation since some projects served pregnant teens as well as teen single parents. Now that the legislation has changed, its a moot issue.) If there projects are representative of the total use of single parent/homemaker funds, vocational education is doing an outstanding job of accomplishing this purpose.

Purpose #2e: To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (NON-TRADITIONAL OR WOMEN)

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

The secondary level focused primarily on a variety of awareness activities, often for predominantly rural areas that were supportive of traditional careers for women and men. Citing the need for students to understand opportunities available, the activities were designed to show all students viable alternatives.

Post-secondary proposals were fairly evenly divided between awareness programs for nontraditional careers and actual training programs.

B. Input commonalities, similarities, patterns:

Both secondary and post-secondary levels cited Sex Equity monies as the funding source for virtually all programs. JTPA, single parent and state funds were also specified in a few states.

C. Process commonalities, similarities, patterns:

The secondary level process centered around two activities:
- Staff development for teachers, counselors and administrators
- Awareness for students with some limited hands-on opportunities

The post-secondary focused primarily on targeting and recruiting students for training programs. Some cited various awareness activities, but training, and in two cases job placement, was most common.

D. Output commonalities, similarities, patterns:

The secondary level examples produced primarily instructional material, videos and resources that could be used throughout the state. A few noted the development, or improvement of, curriculum; four claimed the acquisition of marketable skills resulted from the activity.

Instructional materials, including videos, was a major output of the post-secondary examples. Several states cited increased enrollment in non-traditional programs. There were two instances of training programs with tangible results---a renovated apartment building and the establishment of a small business. In three states, research studies were conducted to determine the impact of the activities.

E. Outcome commonalities, similarities, patterns:

Secondary level outcomes cited most frequently dealt with increased awareness of sex equity issues. An equal number of states listed each of these outcomes:

- Establishment of partnerships with business
- Improved programs
- Increased enrollment of girls in nontraditional programs

Post-secondary level outcomes varied. Increased enrollment of women in nontraditional programs was cited most, but increased awareness of employers, job placement and cooperation between schools and other agencies were also noted.

II. Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:

Post-secondary examples contained more emphasis on training for women in specific, nontraditional areas.

B. Input significant differences:

No significant differences---both levels cited Sex Equity monies most often as the resource used.

C. Process significant differences:

Secondary examples focused almost exclusively on awareness activities, while post-secondary examples were more varied and emphasized training.

D. Output significant differences:

Both levels produced instructional materials (videos were particularly common) but, post-secondary output also contained results of the specific training provided.

E. Outcome significant differences:

Outcomes listed were quite varied for both levels and difficult to compare. Secondary outcomes fell into much more easily categorized areas like increased awareness and improved programs. Post-secondary outcomes were much more specific to the example cited.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

In almost all cases, states cited examples of activities that fit purpose 2e of the Carl Perkins Vocational Education Act. The purpose is quite clearly one of assuring equal access to quality vocational education programs.

A number of the examples described activities in which the provision of child care and /or transportation were an integral part of the effort to assure low-income students the opportunity to continue their education/training. Additionally, most of the projects contained, as at least one component, awareness activities designed to acquaint students, teachers, counselors and /or potential employers with the potential for students in nontraditional careers. Many resources were identified and collected with staff development in their use provided.

The examples cited indicate that both secondary and post-secondary vocational education agencies are making significant progress in the establishment of on-going projects that accomplish this purpose.

Purpose #2f: To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (CRIMINAL OFFENDERS)

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

Predominantly, the response to this survey centered around the use of these funds for specific occupational training for the incarcerated. Services were provided to youthful offenders and females as well as adult males. Vocational assessment services were identified in several of the states' responses.

B. Input commonalities, similarities, patterns:

Most of the responses identified the use of Title II, Part A - 1% setaside funds for the incarcerated. Some responses further identified the amount of funding, both federal and local resources.

C. Process commonalities, similarities, patterns:

Three responses indicated processes which used vocational skills assessment, guidance, and counseling. Two other responses indicated that instruction was provided in basic skills.

D. Output commonalities, similarities, patterns:

Most responses indicated that students increased their occupational skills or were provided job-related services such as assessment, counseling, goal-setting, and job placement. Several responses referred to the contributions of the program toward GED achievement or college-sponsored programs.

E. Outcome commonalities, similarities, patterns:

Most responses identified the decrease in recidivism that occurs as a result of occupational training. Also cited was the increase of employment possibilities for those who are released from incarceration.

II. Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:

Several of the responses identified other services:

- a life skills course
- instruction in English and Math (basics) to increase performance in vocational education
- occupational and "support services"

B. Input significant differences:

Examples ranged from the use of adult education funds to disadvantaged and handicapped, and, in one case, the use of sex equity monies. Some responses identified the levels of spending but most did not. There were no clear-cut patterns of response to this question other than that most indicated the use of Title II-A, criminal offenders setaside funds.

C. Process significant differences:

Other than the similarities noted in Item I-C, each response was totally different. Some examples cited the type of service provided, some named the course(s) provided, others described the use of funds. Secondary and postsecondary levels were not distinguished.

D. Output significant differences:

Most responses concentrated on statements of fact rather than descriptive statements such as: "Students learned occupational skills in ..." or "Students are prepared for entrance to training, apprenticeship or skilled trades. Again, responses indicated either occupational skills or assessment and/or counseling.

E. Outcome significant differences:

Also reported were a decrease in dropouts, positive impact on social skills and a decrease in substance abuse. Others cited were improved academic skills, increased eligibility for work release, and improved basic skills.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

Predominantly, the examples cited deal with vocational education provided to the incarcerated. The examples cited fit the purpose of the Act; however, many of the responses to the various parts of the survey (i.e. context, input, process, output, and outcomes) are redundant. In short more information is needed to more fully explain, and make a case for, the use of these funds for the stated purpose of the Act. The purpose of the Act is clear and vocational education appears to be meeting this objective of the Perkins Act.

Purpose #2g: To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (REDUCTION OF SEX BIAS/SEX ROLE STEREOTYPING)

I. A. Context commonalities, similarities, patterns:

Target Groups/Populations Served -

- females and males in secondary and postsecondary occupational education programs (i.e., young women 14-25 years of age; pregnant/parenting adolescents; single parents; homemakers; displaced homemakers; AFDC recipients; minorities);
- administrators, instructors, counselors and other interested parties involved at both the secondary and postsecondary levels;
- parents and other individuals, including representatives of business and industry, schools, governmental agencies and civic organizations.

Program Improvement Needs/Situation/Environment/Market Faced -

- increasing access to quality vocational education programs;
- promoting greater cooperation between agencies;
- training, retraining and upgrading individuals in new skills in demand;
- promoting support services, special programs and guidance and placement;
- reducing the limited effects of sex-role stereotyping in occupations, job skills, levels of competency and careers.

I. B. Input commonalities, similarities, patterns:

Perkins Act Resources Used to Meet Situation:

- Sex Equity/Young Women's Programs (3.5% of Title II-Part A)
  - o Programs to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;
  - o Programs for women 14-25 to assist in self-support;
  - o Program services for above, including child care and transportation.

- Single Parent/Homemaker/Displaced Homemaker Program (8.5% of Title II-Part A)

  - o Providing or subsidizing vocational training activities, including: basic literacy instruction, educational materials and others, that will assist persons to gain marketable skills;

  - o Grants to eligible recipients for expanding services that increases capacity to provide marketable skills;

  - o Grants to community-based organizations through eligible recipients to provide needed services not available;

  - o Make training more accessible by assistance with child care, transportation and scheduling for accessibility;

  - o Provide information and outreach to inform population of programs and services available.

- Title II-Part B: Vocational Education Improvement, Innovation and Expansion

  - o Program improvement and expansion of postsecondary and adult vocational education and related services for out-of-school youth and adults, which may include upgrading the skills of a) employed workers, b) workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation, c) workers with limited English proficiency, and d) displaced homemakers and single heads of households;

  - o Support for full-time personnel to carry out Section III(b) which shall be paid for from administrative expenses of the State under Section 102(b);

  - o Provide day care services for children of students in secondary and postsecondary vocational education programs.

I. C. Process commonalities, similarities, patterns:

Programs, Activities, or Services Used to Intervene -

- conducted local needs assessments for future programs planning/directions to address identified needs;

- provided outreach, recruitment, counseling and retention activities for women and men in nontraditional occupations, with emphasis on encouraging women to enroll in technology programs with high wage/advancement potential;

- supported means for public relations campaigns (i.e., posters, public service announcements, audio, visuals, public forums, career fairs, field trips, guest speakers/role models, development of career/guidance materials, handbooks/guides, etc.) to communicate agency's commitment to sex equity and opportunities available to women and men in nontraditional occupations;

- developed program initiatives for support of young women dropouts or potential dropouts, ages 14-25, to retain them in the education system and prepare them for marketable skills. Emphasis placed on remediation and completion of high school degrees, flexible program scheduling, job skills, and support services;

- supported service training to staff looking for assistance to help promote sex equity within their programs (i.e., classroom strategies, environment and management for nontraditional students);

- provided intensive staff development, inservice, training, seminars for administrators, instructors, and guidance counselors to assist them in preparing students for the changing role of women and men in the workplace and its implications for classroom instruction (i.e., GESA, equity principal, etc.);

- implemented summer exploratory programs to expose young women and men to nontraditional occupations;

- programs designed to focus/enhance vocational education and its role with business, industry and labor and its relationship to equal opportunity for all students. Steering committees, advisory councils and other support groups were involved to help provide with a better focus/understanding on

how vocational education can assist industry in relating to equity issues as it pertains to both training and the workplace;

- developed program models to provide services to pregnant and parenting adolescents to enable them to remain in school and obtain skills with focuses on nontraditional skills that will enable them to support their family without public assistance. Necessary support services included: child care, transportation, tuition assistance, scheduling for accessibility, etc.);

- program support provided for women in high technology occupations, to assist overcoming barriers to employment in high paying occupations;

- established support programs of community linkages and funding resources to provide for comprehensive program services to address target populations (i.e., JTPA, DSS, DOL, CBO's, community colleges/universities, etc.).

I. D. <u>Output commonalities, similarities, patterns</u>:

<u>Products (students, curriculum, teachers, etc.) improved or produced by the programs, activities, or services</u> -

- training of equity professionals;

- providing inservice for teacher educators;

- developing newsletters, guides, handbooks, directories, and using public service announcements, media/PR campaigns;

- designing sex equity related materials/resources for training and curriculum instruction;

- encouraging women and men into nontraditional occupational programs;

- providing support services for target populations including child care and transportation;

- providing pre-enrollment career exploration and self-esteem building;

- identifying and recruiting target populations;

- assisting women 14-25 prepare to support selves and families;

- training teachers, administrators, students, parents and community at-large on sex equity related issues;

- retraining potential young women dropouts in vocational education;

- providing single parents, homemakers and displaced homemakers with marketable skills;

- expanding guidance and counseling in nontraditional occupational programs;

- evaluating programs and assessing their future needs;

- providing job training to target populations;

- establishing community linkages/articulation and funding resources responsive to target population needs;

- expanding vocational education opportunities for women, particularly in the high technologies, high demand occupations, and/or new and emerging occupations.

I. E. Outcome commonalities, similarities, patterns:

Consequences or impact of the program, activity, or service on the situation, environment or market -

- positive gains/increased enrollment and participation by females and males in nontraditional occupational education programs;

- attitudes were changed regarding sex bias, stereotyping and discrimination; immediate and positive responses to presentations and experiences;

- administrators, instructors, counselors received in-depth professional growth, development and training;

- heightened awareness of sex equity related issues/concepts and labor force issues;

- sex equity related materials/resources developed and distributed serving as technical assistance tools (i.e., local, county, statewide, and nationally);

- nontraditional occupational education training programs resulted in students acquiring gainful employment;

- providing support services (i.e., child care, transportation, tuition) proven to increase the ability of target populations to participate and successfully complete desired courses of instruction and gaining employable, marketable skills;

- successful completers of nontraditional occupational education programs are volunteering to serve as "role-models";

- increased coordination/articulation with business, industry and labor force, and other community agencies responsive to needs of target population;

- development of effective recruitment strategies for nontraditional students to inform them of available services;

- increased opportunities provided to single parents, homemakers, displaced homemakers, and pregnant/parenting adolescents to participate in vocational education programs/services and activities and furnish them with marketable skills.

II. A. Context significant differences:

Target groups/population served -

(N/A)

Program improvement needs/situation/environment/market faced -

(N/A)

II. B. Input significant differences:

Perkins Act resources used to meet the situation. (Specify other resources as appropriate) -

- matching of state and/or local funds;

- combining set-aside funds (i.e., Sex Equity, Single Parent/Homemaker);

- local support/contributions;

- others (i.e., RFP's, mini-grants, maintained, etc.);

II. C. Process significant differences:

Programs, activities, or services used to intervene -

(N/A)

II. D. Output significant differences:

Products (students, curriculum teachers, etc.) improved or produced by the programs, activities, or services -

(N/A)

II. E. Outcome significant differences:

Consequences or impact of the programs, activity, or service on the situation, environment, or market -

(N/A)

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

- thirty (30) states prepared and submitted responses for purpose #2g. of the Perkins Act;
- a total of fifty-eight (58) readily available initiatives/examples about accomplishing the given purpose were developed and reviewed;
- overall initiatives provided by states appeared to be on target with the required provisions stated in the Act;
- sex equity related program planning categories (i.e., entry, instruction, guidance, placement, administration) appeared well integrated throughout examples from both secondary and postsecondary levels;
- time frame for forty-two (42) of the fifty-eight (58) examples were for a period of one year in duration, eleven (11) were for a period of two years in duration, two (2) were for a period of three (3) years in duration, two (2) were for a period of four (4) years in duration, and one (1) was for an eight (8) year period duration (i.e. Delaware- "Educational Resources Association Program", serving every student in public school

and postsecondary school statewide);

- some states appeared to show leadership in providing support services and indicated that they are critical to many women's successful participation in programs:

  - o Washington, DC - "Teen Parent Summer Institute for Career Exploration"
  - o Washington, DC - "Protective Services Training" (i.e. single parents, homemakers, disolaced homemakers, and women interested in nontraditional training)
  - o Hawaii - "Increasing Participation of Females with Child Care Support"
  - o Kentucky - "Tenn Fathers without Custody of Child or Children"
  - o Maryland - "Nontraditional Opportunities Program" (conducted by Maryland New Directions, Inc. to prepare single parents and homemakers for entry into nontraditional jobs)
  - o North Carolina - "Sex Bias Technical Assistance Program"
  - o North Dakota - "WATT: Women's Alternatives to the Technical Trades" (i.e. women ages 14-25, single parents/homemakers)

- As funds under this purpose (3.5% setaside) may be used flexibly by states. States appear to have used these funds to expand women's access to existing programs, to design and implement new model programs and to stimulate women's interests in vocational education:

  - o Alabama - "SERVE: Sex Equity Roles in Vocational Education"
  - o Colorado - "Project Discovery" (prevocational program to recruit young women into nontraditional technical careers)
  - o Colorado - "Sex Equity Exemplary Project for High Tech"
  - o Florida - "Sex Equity Linkages and Coordination - Dade County Public Schools" (attempts to link vocational training for

females with future community occupational needs)

- o Florida - "Renewing and Advancing Through Vocational Education (RAVE) - Florida Keys Community College" (increased number of women preparing for nontraditional careers; also, shares print and program information on sex equity related issues)

- o Nebraska - "Expansion of Vocational Technical Career Awareness Workshops for Middle School Students"

- o Wisconsin - "Statewide Vocational Equity Assessment, Planning and Action Model" (involves the development of a brand new and innovative five-phase model designed for local staff to assess the degree of vocational equity/inequity in their local district; provides a framework for planning and taking action to achieve equity)

- At least fourteen (14) states either provided support for service training to staff to help promote sex equity within their programs and/or provided for intensive staff development/inservice training for occupational education staff in issues related to equitable school environments (i.e. GESA, Equity Principal, "train-the-trainers model", etc.)

- Individual recruitment programs, brochures/flyers and videos were developed with specific appeal to young women, including informative issues such as: Workforce trends pertaining to jobs, women supporting or contributing to the support of their families (i.e. Women in High Technology, Principals of Technologies, WINC resources, Touch the Future posters for women, Women in History projects, etc.), occupational trends, expanding job markets, special services for nontraditional students (i.e. support groups, mentoring programs, child care, transportation, etc.)

- Several states appeared to direct their major efforts in the development and production of technical assistance/resource tools for educators to provide support for women interested in nontraditional careers:

  - o Alabama - "Understanding Gender Equity in the Workplace" (handbook for use by High School Guidance Counselors)

- o Connecticut - "Guide to Connecticut Sex Equity Resources" (to provide statewide technical assistance)

- o Maine - "Handbook of Resources for Teachers" (includes lists of community women and men working in nontraditional roles)

- o Missouri - "Missouri Guide for Vocational Education Services to Single Parents and Homemakers"; "Missouri Nontraditional Role Model Directory"; "Sex Equity Resource Catalog"

- o New Jersey - "My Daughters, The Electrician and Other Nonstereotypes" (publication as model recruitment tool)

- o New York - "Nontraditional JObs for Women: Getting a Job in New York State Government" (handbook; useful tool for teachers, career counselors, job placement coordinators and other professionals who guide women who are graduating from high school or reentering the workforce on employment options)

- o Wisconsin - "A Guide to Achieving Vocational Gender Equity" (will be available nationwide by March of 1989)

- In general, states appeared to be making exemplary use of the Perkins funds to help women and girls obtain the skills needed to be productive in today's economy; while, "assuring that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs." (Reduction of sex bias/sex role stereotyping)

Purpose #3: To promote greater cooperation between public agencies and the private sector in preparing individuals for work, in promoting the quality of vocational education, and in making the vocational system more responsive to the labor market.

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels <u>for</u> <u>what</u>, <u>for</u> <u>whom</u>, <u>how</u>, and <u>why</u>: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

- Adult training, retraining, upgrading
- Attention to training of staff, instructors
- Linkages with other public agencies
- More than half appear to include private sector
- Most deal with special groups of people who have special training/education needs.

B. Input commonalities, similarities, patterns:

- Carl Perkins Act funds

C. Process commonalities, similarities, patterns:

- Assessment of situation, setting, needs
- Planning
- Involvement of new, unfamiliar partners
- Development of curriculum - often new, sometimes revised
- Some type of agreement when employers, especially private sector, are involved
- Review, assessment of results (where activity is completed) seem strong.

D. **Output commonalities, similarities, patterns:**

- Training is provided through project(s)
- Guidelines often developed
- Curriculum (new, revised)

E. **Outcome commonalities, similarities, patterns:**

- Many still in process - no quantitative results indicated
- Numbers trained, placed, retained in program
- Impact on -- or at least relationship to -- economic development

II. **Please analyze these for significant differences within and between secondary and post-secondary levels <u>for what</u>, <u>for whom</u>, <u>how</u>, and <u>why</u>. If there are none obvious, then so note.**

A. **Context significant differences:**

- Uneven as to target groups - ranged from adults to youth with disabilities.
- Few "common" contexts - a great range, breadth of application of this purpose (#3)

B. **Input significant differences:**

- State funds designated to project purpose

C. **Process significant differences:**

- Unusual <u>not</u> to have private sector involvement - there are a few cases here
- Use of advisory/technical groups for project

D. Output significant differences:

. Associated only with range/diversity of reported projects and actions

E. Outcome significant differences:

. None that are significant - again, a function of the diversity/range of topics.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

As noted above, I am struck with the diversity and range of examples submitted by the states that represent their interpretation of Purpose #3. Only about half of these submissions document significant cooperation between public and private sectors. Those that do seem to be relating very high impact, important efforts. Those that do not, on the other hand, seem to be counting very marginal efforts as an indication of the cooperation intended in Purpose #3.

Purpose #4: To improve the academic foundations of vocational students and to aid in the application of newer technologies to student training or service.

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

Of the 47 projects reporting, 27 (57%) were focused on improvement of academic foundations while 15 (32%) primarily addressed applications of new technology. Five projects (11%) reported as doing both. Secondary projects were largely focused on improved academics where post-secondary projects were fairly equal in their focus.

Breakdown on projects by target audience showed:

Secondary Target	-	28 (60%)
Post-Secondary Target	-	19 (40%)
Disadvantaged and Handicapped	-	7 (15%)

Where identifiable, primary content area focus was:

Industrial/Technical Education	-	18 (38%)
Health Education	-	3 (6%)
Agriculture Education	-	2 (4%)
Business Education	-	2 (4%)

Academic Foci were defined as:

Academics/Math Skills	-	3 (6%)
Academics/Science Skills	-	8 (17%)
Academics/Communication Skills	-	4 (8%)
Academics/All 3 or Gen.	-	17 (36%)

(See Figure 1)

B. Input commonalities, similarities, patterns:

Resources used were primarily Part IIB with 12 (26%) projects reporting the use of state or local matching funds. Ten projects (21%) reported using the funds primarily for equipment where in 19 (40%) projects use and identification of resources was unclear. (See Figure 2)

C. Process commonalities, similarities, patterns:

Although it was unclear in many project descriptions what processes were used, it was reported that typical processes included curriculum development or revision in 32 (68%) of the projects primarily at the

secondary level; program development and/or the conduct of a program by 33 (70%) of the projects; teacher Inservice was done largely in secondary projects, but in 20 (43%) of all projects; and guidance and counseling services, such as testing/intake assessment, in 7 (15%) of the projects aimed at At-Risk populations. (See Figure 3). The greatest similarity was in the number 17 (36%) of projects using/infusing National Consortia Products, such as Principles of Technology 8 (17%); Applied Math 3 (6%); Applied Communication 2 (4%); SREB 3 (6%); UTC 1 (2%).

D. Output commonalities, similarities, patterns:

Many of the projects were current year funded, recently completed, or multi-year in nature, therefore not having much data in the output or outcomes sections. Of those that were in any way definitive, outputs were described in much the same terms as the process section , i.e. number of teacher training workshops, number of curriculum guides. Those which defined output beyond the above included:

- Training Models
- Research Publications
- Transportable Teaching Labs for use in Rural Schools
- Adaptation Guide
- Current enrollments in programs
- Number of teachers involved in programs.

E. Outcome commonalities, similarities, patterns:

Outcomes most frequently cited included generalized impact-type statements such as "students will be better prepared academically (or technologically) to pursue further training." Only one project cited improved academic test scores. Curriculum outcomes were the most definitive, e.g. 150 instructional packages. Other outcomes of note in order of frequency:

1 - Increased enrollments in technologically updated programs
2 - Increased positive relations between Academic and Vocational Teachers
3 - Increased placements in technologically updated programs
4 - State policy on literacy

II Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:

Secondary projects were largely focused on improved academics with 20 (71% of all secondary projects) projects in this area. Post- secondary projects were fairly equal in their distribution by focus. (See Figure 1)

B. Input significant differences:

Same as IB except that post-secondary projects tended to have JTPA funds or economic development funds, as well as local matching funds cited.

C. Process significant differences:

In projects which focused on improving academic foundations those at the Secondary Level typically concentrated on infusion or pilot testing programs like Principles or Technology, Post-Secondary Academic-Related projects usually focused on assessment and remediation. Increased understandings, more academic content, identified or input to the curriculum, and better relationships were most common results in secondary projects with students who are able to pursue post-secondary training cited as the most significant result cited by post-secondary projects.

In projects which focused on improved use of technology at secondary and post-secondary level activities primarily involved acquiring equipment and revising curriculum to add to an existing program, eg. programmable controllers added to electronic technology and mirco-computer labs added to the word processing programs. Use of interactive video disc for individualized instruction and/or to save lab replication funds was seen more at the post-secondary level in at least 3 (6%) projects. Subject matter varied. (See Figure 2)

In projects which focused on both academic infusion and use of new technology the three projects primarily used new technology (eg. computers) for instruction and reinforcement of basic skills.

D. Output significant differences:
E. Outcome significant differences:

Major differences in outcomes stated between secondary and post-secondary relate to the focus pursued by each. Secondary programs were primarily infusion of academics and outcomes were less tangible. Post-secondary outcomes tended to cite completion rates, placement rates, and in one case, the number of local businesses involved.

III General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

Projects typically fit the intent of the purpose with questionable deviations (such as, can use of word processors be considered new technology), which are probably due to location. (Maybe white fish processing is a new technology in Alaska.)

Most projects were very similar in need citing projected employment requirements or evidence of deficient academic skills.

Most were similar in process - many academic projects were implementing consortium products (eg. applied math) showing the strong influence of consortia in this area. Most far-reaching consortia seem to be PT and SREB, probably due to the age of each compared to applied math and communications.

Figure 3 shows that most projects (33, 70%) were involved in program offerings usually at a pilot site. Curriculum development/revision was a logical process tied to program development occuring in 32 (68%) of the projects followed, again logically, by teacher inservice in 20 (43%) projects.

This consistency in teacher inservice, curriculum revision and program offerings is supported by the high level of consortia involvement, especially PT, which includes all 3 elements.

Non-consortia activities also seem to fit the purpose #4 of the Act as stated, although one has to wonder if computer tutor in literacy or math was what Congress intended at all or if it was exactly what was intended. The purpose in unclear.

If the purpose is to be looked at ambiguously vocational education is certainly within the purpose with the activities reported.

Purpose #4: Focus of Projects by Purpose Definition

	Secondary	Post Secondary	Totals
AC	20 (43)	7 (15)	27 (58)
Tech	6 (13)	9 (19)	15 (32)
Both	2 (4)	3 (6)	5 (10)
Totals	28 (60)	19 (40)	47

26 States Reported
47 Projects Reported

(% of Total Projects)

Figure 1

Purpose #4: Focus of Projects by Context

	Indust. Tech	Bus.	Health	Agr.	All Voc. Areas	Totals
Math					3 (6)	3 (6)
Science	8 (17)					8 (17)
Comm.	2 (4)				2 (4)	4 (8)
General Adademic Compet.					17 (36)	17 (36)
Impr. Tech	8 (17)	2 (4)	3 (6)	2 (4)		15 (31)
Totals	18 (38)	2 (4)	3 (6)	2 (4)	22 (46)	47

Improved Technical Context: Plastics technology
Information Processing
Customized Auto Tech
Animal Physiology Dementia

Figure 2

Purpose #4: Focus of Projects by Context

	Teacher Instruction	Cur. Dev. or Rev.	Prg. Dev. and Training	G & C SVCS (Tests)
Secondary	16	19	19	
Post-Secondary	4	13	14	7
Totals	20 (43)	32 (68)	33 (70)	7 (15)

Figure 3

Purpose #5: To provide vocational education services to train, retrain, and upgrade employed and unemployed workers in skills for which there is a demand.

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

The context of the post-secondary activities was most often the need to train adults to increase their productivity, the productivity of an industry or a company, or to prepare people for new jobs. At times activities were also justified on the basis of economic development.

Funds were used to support curriculum development, course delivery and support services. Curriculum development included curricula to be used in schools and/or business and industry. In some cases they were used to build industries' capacity to do their own training. Activities were conducted with a wide range of consultation and cooperation. They included technical, basic and employability skills training.

At the secondary level the context was most often the need to develop better secondary vocational education curriculum.

B. Input commonalities, similarities, patterns:

Inputs at the post-secondary level most often included Title IIA or B funds with matching funds from local districts and/or industry. In most cases the activities were planned and implemented in cooperation with schools, companies, JTPA and/or economic development groups. These groups often provided matching funds.

Secondary inputs were not as specifically defined. In most cases, the specific funds were not indicated and there was little indication of specific cooperation.

C. Process commonalities, similarities, patterns:

Process at the post-secondary level was primarily curriculum development and course delivery. However, in some cases assessment centers and employability skills assistance were provided. Curricula were adopted either by schools or industry for later implementation.

Process at the secondary level was primarily curriculum development. Curricula were adopted within secondary schools.

D. Output commonalities, similarities, patterns:

Output at the post-secondary level was curricula and trained workers. In some cases output was also the institutionalizing of a training program within a company which could be carried on by the company in the future.

Output at the secondary level was an improved secondary vocational education curriculum.

E. Outcome commonalities, similarities, patterns:

Outcomes and output were often treated together. At the post-secondary level outcomes were most often stated in terms of employment, economic development and assistance to business and industry.

At the secondary level they were stated in terms of increased vocational options for students.

II. Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:

The context at the post-secondary level was primarily initial training, upgrading and retraining aimed at individuals, companies, and industries.

At the secondary level it was aimed at curriculum development to increase options for high school students.

B. Input significant differences:

The primary input difference was the extent of cooperation with other groups. Post-secondary activities appeared to be much more customer oriented with cooperation among affected parties.

C. Process significant differences:

Post-secondary processes were directed at providing services for particular groups with identified needs.

Secondary processes were focused on general curriculum development to increase options.

D. Output significant differences:

The output and outcomes associated with post-secondary activities were definable in terms of numbers of people trained, company satisfaction, new jobs, and specific services provided.

At the secondary level they were specified in terms of increased options.

E. Outcome significant differences:

See D. above.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

The post-secondary activities were most often focused on a situation where an industry or firm, or a group of individuals required training. Industries or firms were assisted in manpower development. Individuals were assisted with assessment, counseling and training.

The secondary education activities focused on general curriculum development related to vocational education at the secondary level. It was focused on improving the secondary vocational education options for students.

I believe the post-secondary activities were consistent with the intent of purpose 5 and that post-secondary vocational education has been accomplishing this purpose very well, both in spirit and deed. I believe the secondary activities were not. It is difficult, if not impossible, to argue that the secondary activities were focused on employed or unemployed workers.

Purpose #6: To assist the most economically depressed areas of a state to raise employment and occupational competencies.

A. Context commonalities, similarities, patterns:

In general, activities are being provided for individuals (students/adults) in job/occupational areas characterized as (1) "quickly changing fields," (2) high or critical in demand for new or retrained workers, (3) new to the locale, (4) not aspired to historically/traditionally by the targeted groups.

Targeted Groups generally include individuals 16-21 years of age who are students or potential students in the public schools or community colleges of locales which fit the following description(s):

.Geographic areas of the state (1) having high/highest unemployed rate; (2) with depressed economies due to recession in or loss of existing/traditional industries; (3) having high/highest public school dropout rates; (4)having a high concentration of clients in certain categories such as dislocated workers/homemakers, single parents, welfare dependent, minority population, at-risk nutritionally, or the underemployed; (5) having high/highest poverty rates; (6) which are rural and attempting to move to an industrial based economy, (7) having less than state-of-the-art equipment in vocational shops, classrooms, and labs.

B. Input commonalities, similarities, patterns:

In addition to Perkins Act resources (consumer/homemaking, equity, program development, Title IIb & Title III) the states reported use of

.summer youth funds through JTPA
.adult funds via competitive bids,
.state and local funds
.in-kind resources provided by community colleges and universities
.funds and/or in-kind resources provided by other state agencies, businesses, and community organizations.
.public matching funds
.Education Improvement Act grant

C. Process commonalities, similarities, patterns:

Commonalities in the activities provided in the reporting states include the meeting of specific needs identified in the targeted population, development or retraining/updating/ upgrading of specific job skills, specific career guidance,

counseling services and specialized support services, the development of curriculum materials, retraining staff with new teaching methodologies, and an attempt to introduce/expand the level of state-of-the-art technology in existing programs. (See areas of training identified on separate sheet.)

D. Output commonalities, similarities, patterns:

Commonalities in outputs identified by the reporting states included (1) the opening of additional employment opportunities for participants in the program, (2) high placement rates for program completers, (3) the availability of high tech equipment in the programs, (4) the development of technological literacy, (5) the development of individuals certified and qualified for entry level employment, the retraining and placement of displaced workers (including single mothers), (6) the development of curricula and the retraining of instructors.

E. Outcome commonalities, similarities, patterns:

Outcomes associated with the contexts or situations as described by the respondents were similar in that funded activities in the various states tended to (1) reduce un-employment rates, (2) reduce the number of welfare dependent persons, (3) upgrade the workforce in a locale thereby helping to maintain current industry level or to make the locale more attractive to new industry, (4) reduce the dropout rate and/or stimulate the return of dropouts to school settings for vocational or nonvocational training, (5) increase the level of self-confidence among participants, (6) increase cooperation between agencies in the community.

II. Significant Differences

A. Context significant differences

Most states reporting tended to select specific target groups and/or problems within a locale as the basis for their activities. More of the activities reported at the postsecondary level were within the context of industry needs and displaced workers.

B. Input significant differences

Those states reporting postsecondary activities tended to make heavier use of other community agencies and resources. Secondary activities were generally supported within the established public education system.

C. Process significant differences

Secondary-postsecondary differences in process were found primarily in the heavier use of support services (such as child care and counseling) for targeted participants in postsecondary programs. At the secondary level, more of the activities tended to be formalized in a public school setting.

D. Output significant differences

Once a target group and their specific needs were identified, very little difference in output was discernible. (See I.D. for Output similarities)

E. Outcome significant differences

Significant differences in outcome between secondary and postsecondary activities reported by the various states rested in the differences in the original context and targeted group. One difference which might be highlighted would be the greater involvement and increased cooperation within and among community groups and agencies and industry in serving the needs of the targeted groups.

III. Responses were received from 14 states with descriptive information on at least one activity for the target group. Eight states submitted information on two different activities responding to the needs of the target groups, generally one at the secondary level and one at the post secondary level. One state responded with descriptions of three activities underway each of which was aligned with the intent of Purpose 6. With one exception, each of the examples provided by the states "fitted" the intent of Purpose 6. In most cases, the target group, the stated objectives of the activities, the activities, and the outcomes coincided with the purpose; i.e., participants were in economically depressed areas in need of improved employment opportunities and occupational competence.

It is the perception of this reader that Purpose 6 is understandable to vocational personnel in each of the states responding to this request. If the responses submitted by these 14 states are indicative of what is happening in the other 36 states, then it can be said that vocational education is making significant progress toward the accomplishment of this purpose.

Areas of Training Identified -

Office Occupations (Alaska)

Home Economics

- -Home Economics, Health Service, and the Community (CONNECTICUT)
- -Adolescent Program, Inc. (DELAWARE)
- -Mini-Clothing Factory/Occupational Skills & Entrepreneurship (MISSOURI)
- -Food for Nutrition & Education Demonstrations (NEW YORK)

Trade & Industrial -

- -AAS Degree in Heating, Air Conditioning, Refrigeration (DELAWARE)
- -Basic Electronics using Interactive Video Disc (SOUTH CAROLINA)
- -Textiles-Adult Retraining/Upgrading Program (SOUTH CAROLINA)
- -Highway Transportation Specialists (NORTH DAKOTA)

Special Needs -

- -Youth Dropout Prevention (IDAHO) (KENTUCKY)
- -Dislocated Worker Program- Computer Assisted Training (IDAHO)
- -Women on the Move/Disadv. Single Parents (NEW JERSEY)
- -Project Cast/Disadv. Hispanic single females (NEW JERSEY)

Articulation -

- -High School Apprenticeship Linkage (MARYLAND)

Technology -

- -High Tech Equipment Acquisition (MARYLAND)
- -High Tech Training Resource Center (MISSOURI)

Coordinated Efforts -

- -Regional Planning and Delivery (MICHIGAN)
- -Local Program Improvement Grants (OREGON)
- -CBVE-Development of occupational competencies & related components (SOUTH CAROLINA)
- -Formula Allocated Funds (TEXAS)

Entrepreneurship-

- -Small Business Survival Training (NEW YORK)

Vocational Guidance-

- -MBO based vocational program on Indian Reservation

Purpose #7: To assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act.

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels for what, for whom, how, and why: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

While it was difficult to determine exact similarities in content, the substantial number of activities which focused solely on guidance, counseling, and placement activities would seem to support the notion that there are particular needs in the states to address the career development needs of youth and adults. Several states noted problems in addressing the career development needs of special populations, e.g., dropouts, limited English proficient, disadvantaged. If the key example submitted by the states is representative of content, there would appear to be a concern for career development as a major issue in most states.

B. Input commonalities, similarities, patterns:

It was not possible to identify similarities in the use of funding resources for addressing activities related to purpose #7 of the Perkins Act. In several instances it was clear that states were using Title IIB money to support their efforts. In other instances states noted using IIA money. However, while most of the examples indicate that Perkins funds were used, they were not specific regarding the particular sub-part.

C. Process commonalities, similarities, patterns:

There were a total of 38 responses to this set of key examples. Of that number, more than 75 percent focused on counseling and/or placement activities conducted by the states. Fourteen of the examples were related to the development or implementation of comprehensive guidance programs. Eight of the examples identified activities focusing on placement. While several of these guidance, counseling and placement activities addressed the needs of special populations, in most instances the focus was on development of a comprehensive guidance program (not addressing the needs of one particular population). Seven of the states identified special programs for handicapped and/or disadvantaged youth, e.g., hard of hearing, limited English proficient, disadvantaged, at-risk students. Again, it would appear that the states recognized the need to provide guidance, counseling and placement as an integral part of the supportive services provided to vocational education students.

D. Output commonalities, similarities, patterns:

It is difficult to generalize about the outputs for each of the examples identified. However, most of the activities identified focused on providing service to students rather than focus on teachers, counselors, development of materials, etc. Projects funded appear to be directed to providing guidance, counseling and placement activities directly to students.

E. Outcome commonalities, similarities, patterns:

In general, for the 14 examples that focus on guidance and counseling services, states noted improvement in the counseling provided to students. Several states noted that the special programs have enabled students to stay in school longer, that students have better career awareness, and that counselors have become more aware of the special career development needs of vocational youth. For those activities which focused on placement, most of the states noted an increase in the placement rate as a result of their special project.

II. Please analyze these for significant differences within and between secondary and post-secondary levels for what, for whom, how, and why. If there are none obvious, then so note.

A. Context significant differences:

More than 90 percent of the examples focused on a secondary school population. For that reason, it is difficult to identify significant differences within and between secondary and postsecondary levels.

B. Input significant differences:

No significant differences were noted in the source of funds used to support activities related to purpose #7 of the Perkins Act.

C. Process significant differences:

While most of the examples focused on guidance, counseling and placement, there were significant differences in the approaches to providing this supportive service. Some states implemented a national model, some states focused on computerized guidance services, some states implemented locally initiated guidance programs. Among the states identifying a focus on guidance, counseling and placement (more than 70 percent) there was a wide array of activities designed to support this purpose.

D. Output significant differences:

Significant differences in output were not noted.

E. Outcome significant differences:

Significant differences in the outcome of the activities were noted. However, this can be attributed to the states having the opportunity to select a key example to purpose #7 that they felt best exemplified their state effort. One would expect the example they selected would have vastly different outcomes when compared with one another.

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

Purpose #7 of the Perkins Act emphasizes providing a full range of supportive services, special programs, and guidance, counseling and placement to achieve the purposes of the Act. The majority of examples selected by the states to demonstrate their accomplishments related to the guidance, counseling and placement area. It is difficult to generalize; however, it would appear that other supportive services and special programs, e.g., programs for at-risk youth, were not supported to the degree that the states focused on guidance, counseling and placement. Again, states were limited to selecting one or two key examples.

It is clear that the states recognize a need to provide guidance, counseling and placement services as an integral part of a vocational program. More than 90 percent of this effort was at the secondary school level. One might question why other examples related to the community college population were not identified. Are the guidance counseling and placement needs at the community college level any less important? Is the need for guidance, counseling and placement more critical for high school age youth?

There would appear to be a need for national leadership to assist the states in focusing their guidance, counseling and placement activities around common goals. Of the 14 guidance and counseling programs reviewed they all addressed the needs for providing this service to secondary age youth in different ways. Has the research not already been conducted to provide national leadership so that states will not have to redevelop guidance and counseling programs? A special emphasis on national models for providing guidance, counseling and placement services might be appropriate.

There was virtually no mention of the coordination between guidance and counseling services and other services provided by employment and training providers, e.g., JTPA, apprenticeship. This may be a result of the brevity required in reporting each example. However, with so many agencies providing special services to populations in need of employment and training, it would appear as though some coordination would have been noted.

With the decline in enrollments among many of the states, increases in graduation requirements, and concern at the federal and state levels for serving at-risk youth, e.g., teenage parents, dropouts, limited English proficient, one would have expected more emphasis on providing supportive service to these populations. Again, while it may be a result of the brevity of the form it is difficult to determine that this was a focus for the majority of states.

Purpose #8: To improve the effectiveness of consumer and homemaking education and to reduce the effects of sex role stereotyping on occupations, job skills, and levels of competency, and careers.

I. Please analyze the responses for commonalities, similarities, and patterns within and between secondary and post-secondary levels <u>for what</u>, <u>for whom</u>, <u>how</u>, and <u>why</u>: (Attempt to use only space allotted)

A. Context commonalities, similarities, patterns:

Common target groups:

- Underserved populations
- Single parents
- Low income adults
- Males who traditionally have not enrolled in CHE
- Displaced homemakers

B. Input commonalities, similarities, patterns:

Title IIIB funds

C. Process commonalities, similarities, patterns:

- Short-term workshops
- Courses infused into regular school day
- Content updated in existing CHE courses
- RFP

D. **Output commonalities, similarities, patterns:**

- Brochures
- Curriculum guides and units
- Software use
- Improved services to students
- FHA/HERO materials

E. **Outcome commonalities, similarities, patterns:**

- Employment for students
- Enrollment increase in CHE
- Enrollment increase of males
- Increase in self-confidence and self-esteem of students
- Change of attitude about male and female roles
- Greater community support

II. **Please analyze these for significant differences within and between secondary and post-secondary levels <u>for what</u>, <u>for whom</u>, <u>how</u>, and <u>why</u>. If there are none obvious, then so note.**

A. **Context significant differences:**

- Two programs specifically designed for preparing CHE teachers - pre-service and inservice

B. **Input significant differences:**

Allocations to school systems based on certain criteria rather than RFPs

JTPA funds used in conjunction with Title IIIB

C. **Process significant differences:**

Location of activity at business site and at home sites

D. Output significant differences:

Preparation of teachers for ongoing CHE programs

E. Outcome significant differences:

Teachers prepared to teach as compared to adults/students learning life management skills

III. General Impressions: Summarize the examples. How well do the examples fit the purpose? Is the purpose clear? How is vocational education doing in accomplishing this purpose? Other?

1. Overriding focus on low income and underserved populations both youth and adults.

2. Focus on life management skills -- parenting, nutrition, consumerism, employability skills

3. Most examples fit purpose - question - How have these sites measured the improvement of self-esteem, confidence?

Analysis B: Readily Available Information about Initiatives for Attaining the Purposes of the Carl Perkins Vocational Education Act

The purposes of the Perkins Act are ranked in this analysis from those with the most readily available initiatives overall for both secondary and post-secondary vocational education to those with the least available. To the right of each purpose is its rank for each of secondary and post-secondary, with the number of initiatives for each in parentheses. Beside these is the rank based on the number of the percentage of states responding for that purpose.

This analysis gives a preliminary picture nationally of states' emphases in initiatives related to Perkins Act purposes. The rank by number of initiatives gives an indication the order in which vocational education nationally can defend its accomplishments based on Perkins Act purposes. Results from other national reports will help clarify this picture with further indicators.

The total number of states responding was 39, or 78%. The average number of states responding to each purpose was 24, or 48%. The average number of initiatives sent in per purpose was 33, of which 18 (55%) were for secondary and 25 (45%) were for post-secondary. (This initially surprising 45% of responses per purpose from post-secondary is akin to the recent finding of the Wirt study (the National Assessment of Vocational Education) that 42% of the Perkins Act funds go to post-secondary.) The number of overall initiatives per purpose ranged from a high of 49 to a low of 17.

A Preliminary Analysis of Readily Accessible Information
about Initiatives for Attaining the Purposes
of the Carl Perkins Vocational Education Act

Rank	Purpose	Rank (and Number) of Secondary Initiatives Reported		Rank (and Number) of Post-Secondary Initiatives Reported		Rank (and Percentage) of States Reponding	
1	(2.g.) To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (Reduction of Sex Bias/Sex Role Stereotyping)	1	(28)	1	(21)	1	(60%)
2	(2.d.) To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (Displaced Homemakers)	2	(25)	2	(17)	2	(54%)
3	(2.b.) To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (Disadvantaged)	4	(22)	5	(16)	3	(52%)
4	(2.c.) To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (Handicapped)	3	(23)	10	(14)	3	(52%)
4	(2.e.) To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (Non-Traditional or Women)	4	(22)	7	(15)	5	(50%)

A Preliminary Analysis of Readily Accessible Information
about Initiatives for Attaining the Purposes
of the Carl Perkins Vocational Education Act

Rank		Purpose	Rank (and Number) of Secondary Initiatives Reported		Rank (and Number) of Post-Secondary Initiatives Reported		Rank (and Percentage) of States Reponding	
6	(4)	To improve the academic foundations of vocational students and to aid in the application of newer technologies to student training or inservice.	7	(20)	5	(16)	6	(48%)
6	(3)	To promote greater cooperation between public agencies and the private sector in preparing individuals for work, in promoting the quality of vocational education, and in making the vocational system more responsive to the labor market.	6	(21)	7	(15)	8	(46%)
8	(7)	To assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act.	7	(20)	7	(15)	8	(46%)
9	(2.a.)	To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (Limited English Proficiency)	9	(19)	10	(14)	8	(46%)
10	(8)	To improve the effectiveness of consumer and homemaking education and to reduce the effects of sex role stereotyping on occupations, job skills, levels of competency, and careers.	9	(19)	10	(13)	6	(48%)

A Preliminary Analysis of Readily Accessible Information
about Initiatives for Attaining the Purposes
of the Carl Perkins Vocational Education Act

Rank	Purpose		Rank (and Number) of Secondary Initiatives Reported		Rank (and Number) of Post-Secondary Initiatives Reported		Rank (and Percentage) of States Reponding	
11	(5)	To provide vocational education services to train, retrain, and upgrade employed and unemployed workers in skills for which there is a demand.	13	(8)	2	(17)	11	(36%)
12	(6)	To assist the most economically depressed areas of a state to raise employment and occupational competencies.	11	(12)	13	(11)	14	(28%)
12	(1)	To assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills, and to improve productivity and promote economic gain.	11	(12)	13	(11)	13	(32%)
14	(2.f.)	To assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs. (Criminal Offenders)	14	(0)	2	(17)	12	(34%)
	X responses for secondary = 18 (55%) X responses for post-secondary = 15 (45%) Total states responding = 39 (78%)							

Overall Summary and Conclusions

It is clear that the states are involved significantly in implementing all the purposes of the Perkins Act. It is further apparent that without an analysis such as this one, trends in vocational education program improvement initiatives nationally go unnoticed, as they have during the implementation of the Perkins Act. An attempt is not made here to summarize the fourteen analyses. Each is important in its own right, and should be read.

From these analyses, however, it is noteworthy that by far the most available information (as determined through a count of that submitted) has to do with sex equity initiatives (reduction of sex bias/sex role stereotyping and equal access for "Non-Traditional or Women" groups). While this is a pleasing emphasis, it may have something to do with a full-time person being designated through the Perkins Act to oversee, collect and disseminate such information. It is no less significant that the Perkins Act purpose directed at general quality improvement was next to last in having information readily available to share. With the massive efforts known to this author and to the fourteen analysts, the problem is not a lack of initiatives. The problem may be in a lack of such information readily available to share, or in whether or not states have a position designated to oversee, collect and disseminate such information.

In sum, to-date we have had no method of determining national trends in initiatives to attain Perkins Act purposes. Furthermore, too little information is readily available about such initiatives for some key purposes.

With the above caveats and conclusions, there are key actions needed to rectify the prevailing situation.

Recommendations

It is recommended that in the beginning stages of the implementation of the next vocational education act, the following take place.

1. The framework for this study should be refined.

2. Based on this refinement, requirements for implementing this study should be built into states' reporting requirements, working with a task force of users.

3. The National Center for Research in Vocational Education should be designated to (a) coordinate this yearly study; (b) analyze, evaluate and synthesize the results using methods demonstrated herein by the fourteen analysts; and (c) provide a yearly profile of trends and issues in program improvement in vocational education nationally.

4. The framework for reporting these initiatives by purpose of the Act should be built into states' yearly performance report requirements, in conjunction with numerical reporting requirements developed for each purpose.

5. The National Center for Research in Vocational Education should help facilitate a yearly conference for state-level vocational personnel, teacher educators and state advisory council directors on trends and issues in program improvement nationally. The National Association for Vocational Education Program Improvement (NAVEPI) would facilitate this conference also.

Attachment

Example of Survey Instruments

State Code:_____

Key Examples of Effectiveness of

the Carl Perkins Vocational Education Act

Given the purpose of the Carl Perkins Act listed below, provide a key example of an accomplishment in your state based on Perkins Act funds. Use only the space provided.

Purpose 1: To assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills, and to improve productivity and promote economic gain.

NOTE: For this purpose, please provide an example at the SECONDARY LEVEL.

Descriptive title of Example:_____

_____

I.	**Context** Describe the situation, environment, or market faced. Include target groups and/or program improvement needs.
II.	**Input** Describe the Perkins Act resources used to meet the situation. Specify other resources as appropriate.
III.	**Process** Describe the programs, activities, or services used to intervene

IV.	**Output** Describe products students, curriculum, teachers, etc.) improved or produced by the programs, activities, or services.
V.	**Outcomes** Describe the consequences or impact of the program, activity, or service on the situation, environment, or market.

Backup information for the above is available in the following form:
(Check one)

____ case studies
____ final reports
____ project summaries
____ interviews
____ other (specify): _____

Time frame for the example:_____ to _____

Congressional district from which the example is drawn:

_____

Person with knowledge of this example:
Name:_____

Telephone Number:_____

Return by August 1 to:

Donald R. Brannon
State Dept. of Public Instruction
Education Building
Raleigh, NC 27603-1712